



**Volume 1, Issue 2
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President's address

ASNTS President **May Dunsmuir** welcomes you to the latest edition of the newsletter.



Photograph by David Murray

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Dear member,
I hope this second issue of our Newsletter finds you well. A great deal has been happening since our first edition in December 2014, much of which I have reported to you via my two-monthly updates and some of which you can read about below.

The milestone of my first year as President has recently passed. It has been a hard working first year but one which I have enjoyed immensely. What has become very clear to me during this time is the extent of the commitment and hard work of the members and conveners. I would like to take this opportunity to thank each of you for your continuing commitment to the work of the Tribunal. I am keenly aware of the impact which low sitting levels can have on member skills and confidence and it is for this reason that, in 2014, I introduced the range of member committees.

I am pleased to advise that both committees have settled into their new roles very well. Those of you who have engaged in the Member Development Scheme this year will have the proof of the pudding, as of course will those of you who attended our successful all member training conference in March. My thanks go to both Committees for their hard work and unflinching support. There have been two recent changes to our Committees. Nicola Whitfield has advised of her intention not to seek re-appointment this October and will shortly be leaving the Member Development Committee as a consequence. I wish Nicola the very best in the future and thank her for her early work with the Committee. Terry Carr has recently resigned from the Member Training Committee due to his wide ranging work commitments, although he will remain as a Tribunal member. I thank Terry for his input to the first year of the Committee's work and for the expertise he shared. I am pleased to advise that Ian Morrison has agreed to join the Training Committee. Ian, like Terry, has a background in education.

Looked after children

Entering into my second year as President, it is my intention to focus on "looked after children". You will be aware of the legal presumption under the 2004 Act that looked after children have additional support needs unless the converse is proved, despite which the Tribunal receives very few references or claims for looked after children. I intend to explore whether there are any barriers to accessing justice. You may be interested to read the findings of research recently conducted by Govan Law Centre on this subject, which can be found on their website.

Member training conference 31 March 2015

Thank you to those of you who attended and all who provided feedback following our members' conference in March. It is very clear from the success of this event that peer led training is more relevant to the needs of our membership. You can read an article by Irene Stevens on page **11** and you may be able to pick yourself out from some of photographs!

The lyrics of the song Declan Welsh penned for our training event, “*Here’s to the UNCRC*”, are provided on page **21**. Declan was invited to share his music with us as another means of hearing the views of young people. Although he remarked that “*Here’s to the UNCRC*” might be heard only this once, I would think it a great shame if he were not to repeat it – the lyrics say much more than I could capture in any presentation on the subject of the UNCRC!

You have recently been informed of the evening training events which have been fixed for the later part of the year. These are intended to be member and convener specific and to introduce a more relaxed and informal feel. There will also be an opportunity for you to network with your fellow members or conveners and I look forward to seeing you then.

Member recruitment

Adverts for our member and convener recruitment have been issued. The aim is to complete the recruitment exercise with appointments being made by 1 October 2015. I look forward to announcing the details of our new recruits in due course.

Education (Scotland) Bill

I have been keeping you informed about the progress of the Bill. I submitted written evidence for the Tribunal earlier this month, a copy of which can be obtained contacting Cameron Wright.

Tribunal Forum—April 2015

Our first Forum in April was very well attended by stakeholders and representatives from a range of agencies. I hope that these Forums will provide a means of sharing information about the work of the Tribunal and learning from Tribunal users’ experiences.

Children and Young People

I hope you enjoyed seeing some of the images prepared by the children from Seamab School at our training conference. I have found these of immense value when considering the different means by which children can communicate. You will see some of the Sea changers you have already met and new ones, throughout this Newsletter. I hope you will take time to read the article written by Joanna McCreadie, the Chief Executive of Seamab School, at page **14**, which explains the impact of this important work. The Sea Changer, ‘Free’ is particularly compelling and I am sure that you, like me, will be moved on reading his story.

I hope you enjoy reading this Newsletter. Please continue to feel free to contact me or any of the Committee chairs if you wish to share any information or ideas that will enhance the work of the Tribunal.

With my best wishes,

May



Recruitment for new conveners and members of the Additional Support Needs Tribunals for Scotland.

The Scottish Ministers recently launched a recruitment exercise to appoint new Tribunal conveners and members. Below is a short summary of both convener and member adverts, as well as where to find further information.

Conveners

Remuneration: Daily Fee basis at the rate of £392 per day

Location: Scotland – various locations

Closing Date: Friday 26 June 2015 at 12 noon

Interviews to be held in Glasgow between August and September 2015.

Members

Remuneration: Daily Fee basis at the rate of £219 per day

Location: Scotland – various locations

Closing Date: Friday 26 June 2015 at 12 noon

Interviews to be held in Glasgow between August and September 2015.

Application Information

For a copy of the application pack, please e-mail tribunals.policy@scotland.gsi.gov.uk . For further information about the post, please phone Sindra Jung, Scottish Government Tribunals and Administrative Justice Policy Team on 0131 244 4238.

Tribunal communication - new Information Notes issued.

The Tribunal has recently published two new Information Notes on how to make a disability discrimination claim and guidance for representatives who wish to make a claim for expenses to the Tribunal.

Both can be found on our website using the links provided:

[Information Note No 01/2015](#) - Making a Disability Discrimination Claim.

[Information Note No 02/2015](#) - Claiming Expenses: The Appellant or Claimants Representative.



A Short Natter To Staff

Each issue we speak to a member of the Scottish Courts and Tribunals Service (SCTS) staff about the work they do for the Tribunal. For this issue, **Cameron Wright** muses on the revamping of the ASNTS website.

Okay, hands up who regularly uses the Tribunals website to find information and news about the Tribunal?



If your hand is down, you may not be alone. Launched when the Tribunal started in 2005, the website is showing its age when it comes to enabling people to find out information on the Tribunal quickly and easily. This includes children and young people.

I have been tasked with trying to re-develop the website, making it easier for people to find out what they want to know and to better explain Tribunal processes.

So, how to go about tackling this? Well, I have met with web developers from Scotland's Commissioner for Children and Young People, and Children in Scotland, to get some expert advice on how they went about creating content for their audiences. They have taught me that clear language and a thoughtful layout are key for creating a usable website. The main challenge I am finding is how to write using clear language, especially to a range of audiences, each coming to the website with their own questions they want answered!

A lot of the work I am doing is behind the scenes, and you will not have spotted much change at the moment. I am reviewing each website page, trying to cut and simplify the language used to talk about the Tribunal and its processes as well as moving content around into a hopefully more understandable order.

So you ask; when are we going to see these changes? Well, as soon as our new website management software is live, changes should start to be rolled out quite quickly. This should include the beginnings of a new, separate area of the website developed specifically for children and young people.

So I hope that when you next look in on the Tribunal's website in the near future, you will see a bit of a difference!



Education (Scotland) Bill

Dr Alasdair Allan, Minister for Learning, Science and Scotland's Languages, talks about the Education (Scotland) Bill and its impact on Tribunal members and Tribunal users.

The Education (Scotland) Bill was introduced by the Cabinet Secretary for Education and Lifelong Learning on 23 March 2015. It is a multi-purpose Bill with a mix of measures to bring improvements across our education system.



The Bill sends a strong message, nationally as well as locally, of the value we place on ensuring that all our children and young people receive the best education they can and achieve their full potential.

I hope, through this article, to give you an idea of the provisions contained in the Bill and to provide you with some detail on the amendments to the Education (Additional Support for Learning) (Scotland) Act 2004 which will impact on Tribunal members and users.

Bill Provisions

The provisions in Part 1 of the Bill are a key part of the Government's overall approach to tackling inequalities of outcome. In the context of education, inequality of outcome is perhaps most clearly demonstrated in the "attainment gap" – the fact that children and young people in Scotland from disadvantaged communities perform less well in school. Specifically, the Bill proposes a requirement that education authorities and Scottish Ministers attach greater significance to narrowing the attainment gap, making this a priority for all.

Our Government have also made clear our commitment to creating a secure future for Gaelic in Scotland. Part 2 of the Bill, contains measures which will contribute to this aim by enabling parents a clear pathway to request Gaelic education for their children.

Part 3 of the Bill, which you may be most interested in, brings forward a number of measures as part of our improvement agenda. These include a requirement for education authorities to appoint a suitably qualified and experienced Chief Education Officer, introduces statutory timescales to the section 70 complaints process, requires that teachers in independent and grant-aided schools are registered with the General Teaching Council for Scotland and makes technical amendments on free school meals and the entitlement of all children with a guardian to mandatory early learning and childcare provisions.

Additional Support for Learning

Finally, in Part 3 of the Bill we also introduce rights to children with additional support needs under the existing additional support for learning legislation.

In 2009, we committed to consulting on giving children further rights under additional support for learning. The consultation, carried out in late 2013, was clear that children should have their own rights to have a direct influence on the support they receive.

Broadly, these rights will be comparable to the rights which exist to parents and young people. However, you will appreciate that it is not our intention to significantly disrupt family life and impede parents' fulfilment of their duty to secure education for their child. We therefore considered it inappropriate to provide children with rights to make a placing request and the right to make representations in mediation.

“We are clear that providing children with rights is not about undermining parents' role in their family. It is about enabling children to have a direct influence on the support they receive if they wish to and benefits those whose parents are unable to act on their behalf.

We are clear that children will require support to be able to use these rights, which is why as part of the Bill we have committed to establishing a children's service which will provide advice and information, legal representation and advocacy support to children to help them use and understand their rights.

We are clear that providing children with rights is not about undermining parents' role in their family. It is about enabling children to have a direct influence on the support they receive if they wish to and benefits those whose parents are unable to act on their behalf.

We are confident that introducing these rights will make a real difference to the lives of those children who are able to and who want to use them.

Full details of the bill can be found by visiting the Scottish Parliament website:

<http://www.scottish.parliament.uk/parliamentarybusiness/>



Exploring the Needs of Looked After Children

Dr. Graham Connelly, lead officer for improving educational outcomes, talks about the work of CELCIS.



Dr Graham Connelly works for the Centre of Excellence for Looked-after Children in Scotland (CELCIS) and is their lead officer for improving educational outcomes. He also works as a senior lecturer in the School of Social Work and Social Policy at the University of Strathclyde. He is all too aware of the generally depressing statistics showing that looked after

young people are much less likely to stay on in school beyond the minimum leaving age or to go directly from school to university. What helps to keep him focused is the belief that we can make things a lot better for looked after children in Scotland by doing things to improve their experience in education. Graham is co-author, with Claire Cameron and Sonia Jackson, of *Educating Children and Young People in Care: Learning Placements and Caring Schools* (Jessica Kingsley, due May 2015).

CELCIS supports the work of everyone concerned with looked-after children and their outcomes. Based within the University of Strathclyde, our functions include policy development, research, publications, events and professional development. As well as education, our current areas of work include permanence, through-care and aftercare, health and wellbeing, and historical abuse.

A child becomes 'looked-after' when the state intervenes to address concerns about his or her safety or welfare. Intervention usually involves a children's hearing making an order for compulsory measures of supervision. Children can be looked after 'away from home' in a foster, kinship, or residential care placement, or be given social work supervision while remaining at home.

At 31 July 2014, there were 15,580 children being looked-after, the second year in a row in which the Scottish numbers fell, reversing a trend of increasing numbers which began in 2002. Around 27% of children are looked-after 'at home,' while 36% are in foster placements and nine per cent are in residential care. Other placements include kinship (extended family) and independent living arrangements.

Exploring the educational needs of looked-after children

Writing about the additional support needs of 'looked-after children' in education, it is impossible not to highlight statistics which distinguish our most disadvantaged and least disadvantaged young people. Using the 'average tariff score' – a measure which assigns points to qualifications of different types – the gap between school leavers who were looked-after and all school leavers in 2011-12 was a huge 300 points. Looked-after children also have, on average, lower attendance, higher rates of exclusion from school, and are more likely to leave school at the earliest opportunity. It's not difficult to understand why many looked after children fall behind in schooling. They are very likely to have experienced neglect, trauma and disrupted living, often

over many years, and the effects usually impact on learning. Schools can be stabilising factors, and local authorities try to maintain school arrangements even when a home placement has to change.



The Children and Young People (Scotland) Act 2014 gives 'corporate parenting' responsibilities to a range of public bodies, including colleges and universities, who are required to co-operate with local authorities to support the wellbeing of looked-after children and care leavers. As an example of a way in which this could work practically, CELCIS is supporting a recommendation made by the Wood Commission report on [Developing Scotland's Young Workforce](#) for formal partnerships between schools and colleges. Dual enrolment arrangements could help looked-after young people to be supported during transitions in education when they are at most risk of drop-out.

Despite the obstacles, looked-after children and care leavers are demonstrating success at the highest levels in education, though for many this will have meant taking a circuitous path. Several are currently active in advocating for improvements in additional support arrangements, including Vonnie Sandlan, president-elect of NUS-Scotland, who regularly speaks about her looked-after background when calling for better arrangements for widening access.

CEL CIS has produced many publications relating to the needs of looked-after children and these are available on our website (www.celcis.org).





The Tribunal and the Child: Members' Training Conference



Dr Irene Stevens talks about the Members' Training Conference held on 31 March 2015.





When the Training Committee first met with our President to consider the content of our training conference, the remit which emerged was to place the child at the centre. As a service, the ASNTS has children and young people as its core concern. However, we have often struggled to develop training which truly reflected this. More often than not, an aim like this can become a strapline rather than a reality. The task was to take an idea and turn it into something useful and practical for our membership.

We asked for ideas from the membership and three overarching needs emerged. The first was to have training material sent out before the training conference so that participants could be better prepared to take part. The second was the chance to look at the conduct of the Tribunal. The third was to ensure that the professional members and the conveners had the opportunity to spend some time in their own separate groups.

The training conference had a packed programme which strove to meet the aim and needs identified. Cameron Wright and Hugh Delaney, staff of the SCTS, supported by the Secretariat, produced and sent out an informative pre-conference pack which was much appreciated in the feedback received from participants.

“We were lucky enough to have an introduction to the day by Lady Smith, President of the Scottish Tribunals. She was also good enough to remain with us for a large part of the day and her expertise and comments were much appreciated.”

The day was held at the Grand Central Hotel in Glasgow. We were lucky enough to have an introduction to the day by Lady Smith, President of the Scottish Tribunals. She was also good enough to remain with us for a large part of the day and her expertise and comments were much appreciated. The keynote speech was by Katie Brown, Head of Participation and Education with the office of Scotland's Commissioner for Children and Young People. Her passionate presentation on hearing the voice of the child was something which immediately energised the day.

The first group session followed on from Katie's presentation, focussing on the United Nations Convention on the Rights of the Child (UNCRC) in a little more depth. The importance of Article 12, which is the right of the child to have an opinion and to have that opinion heard, was emphasised.

One member commented that although they knew of the UNCRC, the opportunity to reflect on this was something they hadn't done before.

The second group session was on scenarios looking at how to hear the voice of the child. Feedback from the participants showed that this was the most helpful group session of all, demonstrating our collective 'thirst' for the opportunity to discuss how we actually obtain the child's views. The third group session looked at how the Tribunal should conduct itself. This session drew from the *Statement of the Principles of Judicial Ethics*, which applies to *all* judicial bodies including the ASNT. We looked at scenarios of how to behave and what we might do if we wished to challenge something around the conduct of hearings. This led to some lively debate! We then heard from Declan Welsh, a young person who sang some of his own songs about hearing the voice of young people. He was inspirational and we would advise anyone who was not able to attend, to catch up with Declan on *YouTube*.



After lunch, we had separate sessions for conveners and members. The topics for the streamed sessions were suggested by the membership. The conveners heard from a range of professionals. Barry Syme, principal psychologist in Glasgow, spoke about the role of educational psychology; Janice Clark, a specialist paediatric physiotherapist, gave a presentation on physiotherapy. Two of these sessions were led by our own members; Lesley Sargent spoke about speech and language therapy and Jimmy Hawthorn spoke about social work. The members heard about legal concepts in ASNTS from our very own Joseph Hughes.

The final group session looked at some Tribunal procedural issues and gave us the opportunity to have open discussion around topics such as feedback after hearings, developing policy on how to obtain the views of the child and the early involvement of professional members in the Tribunal process.

We received feedback forms from a number of participants and this was overwhelmingly positive. Participants enjoyed the day and found it helpful. We received some constructive comments about things which may have been better and also about things which people would like to see in future training. Rest assured that these will be taken into consideration! If you have any other thoughts or feedback, it's not too late to let us know, so please email with ideas and suggestions.

The Training Committee would like to thank everyone for their enthusiasm on the day and their feedback after the event. We would also like to thank our speakers and singer who added so much to the day. Our thanks also go to Paul, Bernie and the staff of the SCTS for helping the day to run so smoothly, alongside Hugh and Cameron. Finally, we want to thank May for giving us the direction and permission to have an event which was truly membership-led.

Seamab - A Brand New Experience

Joanna McCreadie, is Chief Executive of Seamab, a children's charity in Kinross/Kincardineshire. She talks about the vital role children played in the charity's rebranding.

Seamab provides care and education for some of the most vulnerable primary age children in Scotland. Our children have experienced significant trauma, abuse and loss, and have complex needs. Due to this, they require a placement that can support them through their difficulties and help them make progress. The children live at Seamab all year round and we are their educators and parent figures.

We wished to rebrand our service, and involve our children in this process. They met with the design team, StudioLR, to talk about brands they like, favourite colours, and what they like about Seamab. The children were straightforward in their opinions – the purple school uniform was described as “rubbish for boys and we're mostly all boys”. They wanted something that was cool and easy to recognise.

The team from StudioLR returned to present their ideas. Lucy started with “we have three ideas but one of them is so good we just want to show you this one and see what you think”. We had expected a nice new logo, but instead what Lucy presented was so much more. We were to meet the 'Sea Changers' for the very first time.

Each of the Sea Changers represents a characteristic of Seamab. They are then expressed visually as a character. Every one is different but they are all part of the same family – much like our team at Seamab. With each of the Sea Changers comes a story which adds depth and meaning to the branding. The picture of Free, shown over the page, is one I personally find especially moving. The rebranding process is already helping us to better articulate who we are and what we do. Even more importantly, it is also helping our children to articulate their feelings too.

“ One of our children, Duncan, went to see Dawn, our Head of Care, to tell Dawn he was worried he has a switch in his heart and when it goes on he feels really angry. He is worried he will grow to be an adult with this switch in his heart and doesn't want to be an adult like that. He saw the Sea Changers poster in Dawn's room and said he feels just like the angry Sea Changer when the switch goes on. Dawn said that we were getting stickers of the Sea Changers and Duncan asked if he could wear the sticker of the 'Angry' Sea Changer when he felt like that. That way everyone would know his switch was on and they could help him.

Seamab and the children have already been able to use the new branding to represent what we are about and to talk about feelings. We are confident that over the next period of time we will be able to develop this further. The views and experiences of children will continue to be at the heart of what we do, with the branding helping us.

You can find out more about the work of Seamab and the SeaChangers on their new look website: <https://www.seamab.org.uk/>

Turn to the bottom of page 20 to see more images from Seamab





Free has lived at Seamab since forever.

He loves climbing trees, running around and he's the most confident lad you could ever meet. Some of the kids are afraid of Free at first. They think Free could get them hurt again. They think they don't deserve to know him.

Every child deserves to know Free and with your help we can make them great friends.

Seamab
Where Free lives.

The New Scottish Courts and Tribunals Service

Chief Executive **Eric McQueen** provides information about the merging of the Scottish Courts Service and the Scottish Tribunals Service.



Well, we have a new name and a new logo but for members of ASNTS, those I hope will be the only visible changes you have experienced since the Scottish Courts and Tribunals Service was created on 1 April 2015. Our aim was to make sure that the high quality services to the Tribunals continued from day one, while we start now to plan for future improvements.

This new administrative body will support the Lord President in his courts and tribunals responsibilities, delivering staff, training, technology, services and estate required for the efficient disposal of business. As chairman of the Scottish Courts and Tribunals Service Board, Lord Gill, Lord President recently welcomed the Rt Hon Lady Smith as the President of the Scottish Tribunals and Dr Joe Morrow, President of The Mental Health Tribunal for Scotland, to its first meeting on May 11 which took place at the Tribunals offices in Hamilton.

At that meeting, the SCTS Board had the opportunity to reflect on the great collaborative work which had been undertaken by staff of both the Scottish Tribunals Service and the Scottish Courts Service to create the new body. Personally I would like to thank everyone who contributed to that significant piece of work, including the union representatives who worked alongside us to establish service conditions for all our staff.

Scottish Courts
and Tribunals Service



“ I firmly believe the new body provides greater scope and opportunity to support the continued development of a modern, efficient and user-focused tribunals system.

Martin McKenna, as you may already know, will continue as Director of Tribunals Operations and he is strong in his commitment to promote and protect the individual requirements of the ASNTS as well as the other tribunals which form part of the service.

While there is more behind the scenes work still to do in designing improvements, rationalising systems, investing in ICT infrastructure and processes, I firmly believe the new body provides greater scope and opportunity to support the continued development of a modern, efficient and user-focused tribunals system. For tribunals operations staff some of the real benefits of being part of a larger organisation include more opportunities for career development and progression, focussed training opportunities and greater resilience for operational services.

As a member of ASNTS I would wish to reassure you that you will continue to receive the professional, independent and specialist support that you require – and that users of this Tribunal expect.

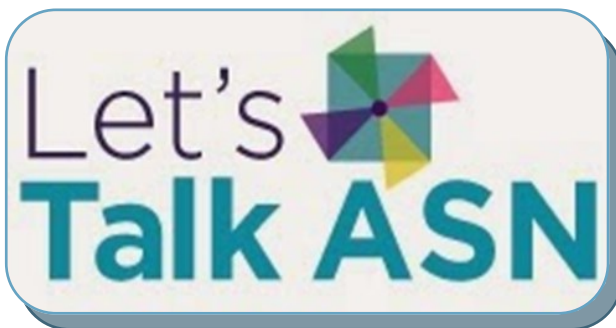
www.scotcourttribunals.gov.uk



Advocating Advocacy

Seonaid Cavanagh, showcases the vital roles advocates can play.

Let's Talk ASN has just completed its first year as providers of the national advocacy service for the Additional Support Needs Tribunals for Scotland. Our recent annual conference for education authorities, jointly hosted by Kindred and Govan Law Centre, had a focus on the early resolution of cases. How does advocacy contribute to this goal?



In 2014/2015 Let's Talk ASN resolved approximately 80% of cases without a need for a hearing, many of which were before a reference has been lodged. This achievement would not have been possible without assistance from our pool of volunteer advocates and partner advocacy groups throughout Scotland.

At the conference, Marie Hoier from Partners in Advocacy and Sophie Pilgrim from Kindred spoke eloquently on the importance of the child's views and parent's views being heard in decision-making processes which affect them. Marie also said that advocacy can often be misunderstood by professionals who encounter it.

“When a parent feels that they are not being listened to, communication between parties can quickly break down. This in turn hampers efforts to resolve disputes at an early stage.

In my own work as specialist caseworker with Let's Talk ASN, I often find that parents struggle to understand decisions that have been made about their child's education or that they are looking for a human response to what is, for them, an extremely emotional issue. When a parent feels that they are not being listened to, communication between parties can quickly break down. This in turn hampers efforts to resolve disputes at an early stage.

Advocacy can therefore play a crucial role in facilitating conversations and guiding parents through daunting and unfamiliar processes. The support provided by our volunteer advocates and partner agencies can open the door to negotiation and – frequently – successful early resolution of cases. This approach is key to the project and its success – we're called "Let's Talk" for a reason!

Case Study 1

Amina was in Primary 1 at a mainstream primary school. She has a diagnosis of autism, significant developmental delay and is non-verbal. She has been exposed to both English and Urdu, however, she shows little understanding of either. Amina was struggling in a mainstream setting and her parents, with assistance from an advocacy worker at Kindred, made a placing request for a special school that was rejected. Amina was instead offered a place at a language class. Unfamiliar with the process and unable to communicate properly with the school, the family believed this placement was not working and wanted to proceed with their reference. With support from their advocacy worker at Kindred and the use of an interpreter, the family were able to sort out issues with the school and withdrew their reference.

“In 2014/2015 Let’s Talk ASN resolved approximately 80% of cases without a need for a hearing, many of which were before a reference has been lodged.

Case Study 2

Oliver was in S2 at a mainstream school. He had received a diagnosis of autism at the age of seven. Oliver has significant behavioural difficulties and as a result his parents made a placing request for an ASD unit in another local authority which was refused as the unit was at capacity. With support from one of our volunteer advocates, Oliver’s parents attended a series of meetings at the school and managed to get an Individualised Educational Programme (IEP) put in place. Oliver’s parents felt that an adequate support plan was in place for their child and that a reference to the Tribunal was no longer necessary. They also felt more confident in dealing with issues relating to their son’s education and felt that they would be able to set up meetings to discuss issues in the future.

Seonaid Cavanagh

Specialist Caseworker, Let’s Talk ASN

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Tribunal news and administration

Congratulations to Hugh Delaney

We would like to offer our congratulations to Hugh Delaney on his recent promotion to B1 grade. We are confident that all who know Hugh will agree that this promotion is fully deserved and that he will have no trouble rising to the challenges of his new role.

Evening Training Events - Dates for Your Diary

As part of future on-going training programmes, the Training Committee is delighted to announce the dates for forthcoming evening training in 2015. A full programme will be available nearer the time. A half-day fee and expenses will be paid to those in attendance.

Members—16 September 2015 (5:30—8:30 PM) Europa Building, Glasgow

Conveners—7 October 2015 (5:30—8:30 PM) Europa Building, Glasgow

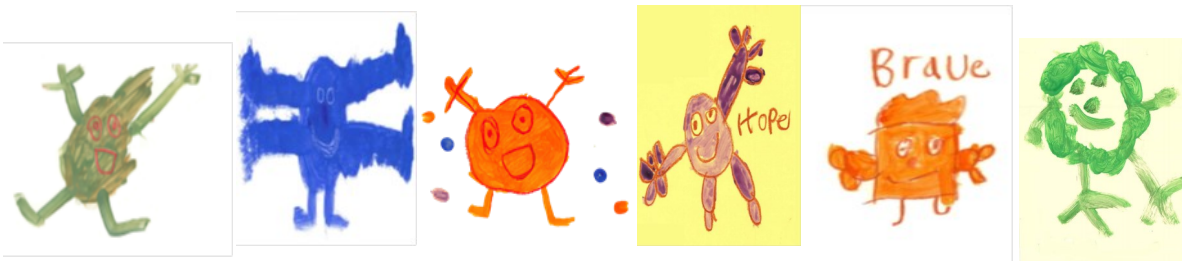
All members training event 2016

Another item to add to your diary, the all member conference for 2016 has also been confirmed. Venue details and a full event programme will be available closer to the date.

16 March 2016

More Images from Seamab

The images below are further fantastic examples of the artwork produced by the children of Seamab School. You may have spotted them placed throughout this edition of the newsletter! They are, from left to right, **JOY**, **HUG**, **HAPPY**, **HOPE**, **BRAVE** and **FREE**.



HERE'S TO THE UNCRC

A SONG BY DECLAN WELSH

*They showed me a convention
Written by some men
In Europe
So they tell us*

*Sat me down and told me how
This was gonnae allow
Me to have these things called rights*

*I know ma right fae ma wrong
I know that right is the one
That doesn't spell a L on your hand*

*In fae the pavement
To suits and statements
It's gone wrong*

*So what's the United Nations
Got to do with me?
I'm scared, I'm fear't
And I'm only wee
I don't want to talk about it
On I'm no a grass
And you know no one has really asked...*

*Round our way it's no strange
To see a second name change
Or see a father do five to ten*

*I don't want to go
Cos it's all I know
And where would I go to anyway?*

*A social worker came in
Asked what's happening
I didn't know if it was alright to say*

*But she just asked about school
She seemed pretty cool
She said that she'd come back to see me*

CHORUS

*Don't want my mates to find out
Don't like when they scream and shout
Don't like no feelin normal*

*But I got told not to worry
That she'd be here in a hurry
If I needed someone to chat tae*

*So I explained what I thought
And though it wasn't a lot
It was good to be heard*

*So here's to the
UNCRC
Apparently...*

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**Tribunal Decision
Database QR Code**



**Past editions of
the newsletter**



Additional Support Needs
Tribunals for Scotland

**Our next edition will be issued in
December 2015**

Contributions:

If there are any contributions you wish to make to future editions, please contact the editorial team using the e-mail address opposite.

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